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A Comparison of Practices in Grading Reading Performance and Their Underlying Philosophies and Policies for Children Reading Below Grade Level in Selected Florida School Systems

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UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION

A Comparison of Practices in Grading Reading
Performance and Their Underlying Philosophies
and Policies for Children Reading Below Grade
Level in Selected Florida School Systems


By


Linda Powell Ginn

November 1984

A Thesis Submitted to the Division of
Curriculum and Instruction in
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for the Degree of Master of Education

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ABSTRACT

The goal of this project was to survey selected school systems in the State of Florida and to determine their philosophies, policies, and techniques for grading reading. The area of special concern was children reading below assigned grade level but up to potential.

The focus of this paper was to identify reports to parents that dealt in a positive way with below grade level readers and allowed for affective as well as cognitive development.

Positive aspects of current reports were pointed out and suggestions for improvement to better serve needs of children reading below grade level were made.

Since most school systems do give grades, recommendations were made for further research and development of this project topic.

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to Dr. Bruce Gutknecht for his support and guidance throughout the research and development of this project. I would also like to thank Dr. Jim Mittelstadt and Dr. Bill Herrold for their time and help in editing this project.

DEDICATION .

This paper is dedicated to a child in my class. It is not dedicated to the one who thinks she knows it all. It is not dedicated to the one for which everything comes easy. It is not dedicated to the average student. It is not dedicated to the child who says he does not care and refuses to try. It is dedicated to the one who struggles to read. He may not be successful, but he comes in with a renewed spirit every day to try again. I dedicate this paper to him.

CHAPTER ONE

INTRODUCTION

Problem Statement

Based on a survey of reporting techniques from selected school systems throughout the State of Florida, what are the grading philosophies and policies concerning students reading below grade level?

Rationale

This project deals with reporting reading grades to parents. The study is specifically concerned with grades of elementary students reading below assigned grade levels. Techniques, policies, and philosophies differ among school systems on reporting academic grades (Kohl, 1982).

Preliminary information indicates that some systems give failing grades to below grade level readers. Others give effort as well as academic grades. Still others employ a competency-based checklist approach.

Even though traditional grading has been around for generations, there are alternative methods of assessment (Malehorn, 1984). These methods can be used separately or in conjunction with letter grades.

Since failing grades can have devastating effects on children (Napier, 1976), new measurement techniques should be tried. This is particularly true of reading grades because as Granowsky, Middleton, and Mumford (1979, pp. 826-830) state, "Many report cards tell parents relatively little about their child's general progress and next to

nothing about their child's progress in reading. The typical reporting system neither communicates to the parents the child's strengths and needs nor shows parents how to help their children achieve specific reading skills."

This is a broad-based study in which fifteen Florida school systems will be surveyed. Grading practices will be examined and compared. Of particular interest will be attention given to below grade level readers.

This survey is needed to provide insight into various means of reporting reading grades. From this report, a new grading technique could be fashioned to better serve children who are reading below grade level; their parents, Chapter One teachers, classroom teachers, and administrators.

Purpose

The purpose of this study is to examine reporting techniques and to determine the philosophies and policies of selected school systems throughout the State of Florida concerning students reading below grade level.

CHAPTER TWO

SEARCH OF THE LITERATURE

Philosophy

The "Wad-Ja-Get" syndrome is all around us according to Simon and Bellanca (1976). For this reason it is most important for school systems to consider the needs and abilities of individual students (Hillson, 1969). Incorporated within the grading philosophy of a school system should be provisions for affective as well as cognitive development of each child (Thornell, 1979). This is particularly true of grading philosophy in reading because success or failure in reading affects all other academic areas (Thomas & Thomas, 1965).

If provisions can be made so that every student can feel some success in reading even though he is working below grade level, he will continue to try (Combs, 1976). If, on the other hand, the philosophy of a school system does not reward the efforts of a child working below grade level, the child will usually give up (Johnson, 1981).

Since a primary objective of reading instruction is to instill in children an enjoyment of reading that will last a lifetime, school systems would do well to eliminate traditional grading of reading (Marshall, 1984), or at least modify it to include marks for effort of below grade level readers (Tewksbury, 1967).

When setting up its grading philosophy, a school system should keep in mind "given the impact of grades on the lives of students, their

trust in the process must contribute in a significant way to their total valuing of the school experience" (Hull, 1980, p. 340).

Many times, according to Schnepf & Meyer (1971), parents value success in learning to read as the chief criterion for measuring their child's progress in school.

Given these thoughts, it is imperative that school systems adopt a philosophy which would allow each child, regardless of his grade level or chronological age (Chall, 1983), to feel successful in reading not only every reporting period, but every day (Schnepf & Meyer, 1971).

Policy

It is the policy of school systems to report periodically to parents on their children's progress (Kohl, 1982). These reports usually take the form of letter grades (Ahmann & Glock, 1975). The grades are based on a standard set up by local school systems in compliance with government regulations (Lawrence & Simmons, 1978). The standard by which students are graded is usually a fixed normative standard (Farr, 1969) or comparison with others in the same grade (Koons, 1980).

School systems issue letter grades on report cards as a means of reporting to parents because parents can easily identify with report card grades. They themselves, as youngsters, were graded in much the same manner (Kohl, 1982).

Numerical scores, achievement test scores, and pupil progression results easily lend themselves to conversion into letter grades. (See Appendix B.)

Some counties give grades solely on grade placement because they feel that additional grades may confuse parents. Counties that do give additional grades for instructional level or effort sometimes add warnings on the report card to clarify which grade will be used for promotion purposes.

Since the reading level of two children is never the same, it is "absurd" to expect children in a classroom to cover exactly the same material successfully (Alm, 1981). in a given time frame (Dauzat & Dauzat, 1981) nothing more and nothing less (Hillson, 1969). Yet oftentimes this is the policy on which grades are based (Kennedy, 1971).

The grading policy of a school system should provide for a wide range of reading levels within the same grade (Darrow & Howes, 1969). It should provide incentive for those children working below grade level but up to their potential (Yarborough & Johnson, 1980). If the policy of a school system does not encompass grades for effort, a child will not be motivated to learn, since he knows he cannot succeed despite his efforts (Kennedy, 1971).

Another criterion on which reading grades are based is test scores (Ahmann & Glock, 1975). The International Reading Association (1979) urges that no grades be issued on the basis of a single test score. Only cumulative testing data should be the base for issuing grades, and then very cautiously (Farr, 1969).

It is the policy of some school systems to give grades of "F" to children reading below grade level (Thomas & Thomas, 1965). The grade of "F" indicates failure, non-promotion, retention (Beggs & Buffie, 1969).

There are several reasons a school system should not adopt a policy of this sort.

The grades a child receives on his report card will not be viewed only by his parents and elementary school personnel. College-entrance boards as well as future employers will be looking over his cumulative records (Ahmann & Glock, 1975).

Receiving a failing grade could cause emotional problems for a child as well as parental concern (Yarborough & Johnson, 1980). Few children profit from remaining in the same grade a second time (Thomas & Thomas, 1965). Even peers show unfavorable attitudes toward retained students (Miller, Frazier, & Richey, 1980).

In reading, one skill is based on another like building blocks (Chall, 1983). If children put forth their best efforts but receive a failing grade, they will turn off from reading (Harris, 1970). The longer children stay turned off, the farther behind they will get (Tewksberry, 1967).

Many times this can lead to chronic failure as well as learned helplessness (Johnson, 1970).

Reading encompasses much more than just the reading academic area (Rosenholtz & Cohen, 1970). A student who fails to read will have trouble with other areas of the curriculum (Thomas & Thomas, 1965). Therefore it should be the policy of a school system to use retention as "one alternative means of remediation and one that should be considered only when all other available methods have failed" (International Reading Association, 1979, p. 54).

If it is the policy of a school system to use traditional letter grades for reporting grades of below grade level readers to parents, perhaps there is some way to make this report more "humanistic" (Thornell, 1979).

This could be done by awarding effort grades (Malehorn, 1984), using a checklist approach (Dauzat & Dauzat, 1981), incorporating a reading management system (Lawrence & Simmons, 1979), or utilizing individualized reading records (Kennedy, 1971). There are other options available also, such as pass/revise (Lewis, 1978), task sheets (McLaughlin, 1980), and individualized progress reports (Darrow, H. F. & Howes, V. M., 1982).

School system grading policies must help to make reading what it should be: "a personal adventure of reflection and extension (Lawrence & Simmons, 1978, p. 332). Traditional policies for the grading of reading do not (Yarborough & Johnson, 1980).

Techniques

The reporting techniques used by most school systems is in the form of a card, computer printout, or diagnostic sheet; is addressed solely to the parents; and most often employs use of letter grades (Kohl, 1982).

There are other better techniques for reporting achievement of children working below grade level, but up to poteneial (Evans, 1976).

A report to parents could have two reading grades--one to compare the child with his peers, and another to show the child's individual gains (Malehorn, 1984).

Use of a checklist approach is an effective way to communicate with parents (Dauzat and Dauzat, 1981). "By showing students and parents what you expect as an end product, you are neither giving anything away nor causing anxiety; you are, in fact, enlisting their aid in attempting to achieve the goals you set" (Kohl, 1982, pp. 46-48).

Incorporating a reading management system allows for grades to be issued based on an individual appraisal of tests and mastery skills along with interest and attitude assessment (Lawrence & Simmons, 1979).

Kennedy (1971) suggests utilizing individualized reading records for reporting student progress to students as well as parents.

Children rarely have to face parents with failing grades when they have a chance to revise their unacceptable work in a pass/revise system (Lewis, 1978).

Task sheets are individualized tests for skill development which can be used as progress reports, and they emphasize "finding success and not failure" (McLaughlin, 1980, p. 42).

A technique which gives a profile of a child's growth, diagnoses his strengths and weaknesses, gives information for planning, yet still allows for individual differences and needs, is an individual progress report (Darrow & Howes, 1960).

The aforementioned are just a few of the many techniques which help to give a real picture of a child's growth in reading. They could be used independently or in conjunction with letter grades.

In their article "How meaningful are marks in promoting growth in reading?" Yarborough and Johnson (1980, p. 650) suggest that parent-teacher communication does not take place in marks on report cards but in notes to parents and parent conferences. They also suggest that "A" to "F" marks tell parents very little about their child's growth in reading for a given period.

If school systems must use report cards and letter grades to report reading grades to parents, then "the most important thing--and the hardest--teachers can do is to reduce the importance of the form, to

talk to students about learning, and to create a situation in which the teacher's voice is more trusted than a district-mandated piece of paper" (Kohl, 1982, p. 50).

In summary, the preceding information has shown that children reading below grade level should not automatically receive failing marks. There are many varied means of evaluation, and it is anticipated that those listed, among others, would produce better results than the traditional "A" to "F" grading system, especially in the reading academic area.

CHAPTER THREE

PROCEDURES

The purpose of this study is to examine reporting techniques and to determine the philosophies and policies of selected school systems throughout the State of Florida concerning students reading below grade level.

A survey will serve to gather information for this study. Letters will be written to a random sampling of school systems within the state taken from the Florida Education Directory 83-84.

The letters will request information concerning grading philosophies, policies, and techniques employed by that system for the grading of reading. The project topic and reasons for doing the study will be attached. (See Appendix A.)

If there is no response from a school system or insufficient information is sent, a second letter will be sent for clarification purposes. (See Appendix A.) A phone call will be placed to the proper authority if the first two letters fail to secure the necessary data.

After receiving information from all the school systems surveyed, an analysis of the school systems' grading techniques for reading will be presented in a table. An accompanying narrative will point out common characteristics as well as differences from the traditional "A" to "F" grading technique.

Once a system has been identified as having some unique grading techniques for reading, it will be analyzed for attention given to

below grade level readers. The approach used to deal with students reading below grade level but up to potential will be examined and characteristics of the grading systems will be compared.

Fifteen Florida school systems will be cited for the purposes of this report.

The conclusions and recommendations of this project will be based on the search of the literature and the information gathered from this survey.

Definition of Terms

The following is a list of terms and their definitions as used in the project:

1. Affective--having to do with emotions.
2. Below Grade-Level Reader--a child whose reading level is below what is expected of other children of the same chronological age and grade in school.
3. Cognitive--having to do with the thinking process.
4. Grade-Level Placement--the grade a child is placed in at school.
5. Grading Philosophy of School Systems--theories on which policies of grading are based.
7. Grading Techniques of School Systems--actual reports to parents including design and format; the end product of philosophy and policy.
8. Reading Instructional or Fluency Level--the level at which a child reads comfortably and with comprehension.
9. Self-Concept--the way a child feels about him/herself; how he/she views him/herself.

Clarification of Terms

1. Grades--For clarification purposes, the term "grades" refers to marks on the report card usually represented by the letters A, B, C, D, (F, E, U). (See Appendix B.) Also known as academic grades. Grading--the act of giving marks.
2. Grade Level--The term grade level is used to indicate a child's grade in school such as kindergarten, first, second, third, and so forth. If a child is working on grade level, he/she is doing work expected of a child of the same chronological age or grade in school.

CHAPTER FOUR

RESULTS

Survey letters had to be sent to twenty-five school systems throughout the state in order to obtain the information necessary for this project. Only fifteen of the twenty-five school systems responded.

Reading grades on most report cards were arrived at in the same manner though the actual technique for reporting grades varied in format and design (See Appendix B).

Some reports took the form of cards while others looked like computer printouts. Still others were produced in triplicate copy form.

The policies for issuing reading grades varied, but most fell within four categories: (See Table I.)

1. Reading grades based solely on grade placement.
2. Reading grades based on instructional level as well as grade level placement.
3. Reading grades based on grade level placement and a reading effort grade.
4. Grades based on continuous progress of a particular child not comparing that child to others or a norm.

Philosophies underlying the grading of reading also differ from school system to school system, but similarities also exist. For example, in most school systems it is the grade level placement grade that will determine whether a child will pass or fail. Some school

Table 1. Report Card Grades for Children Reading Below Assigned Grade Level

School Systems	Grades issued on grade level placement alone	Grades issued on grade placement and instructional level			Grades issued on grade placement and/or instructional level including effort grade			E x t r a s		
	No grade higher than D or F--Child usually retained depending on retention policy	No higher grade than C, D or F at instructional level.	Grades can range from A-F at instructional level	Card contains warning for instructional level *	Effort Grade	Effort Grade Plus Warning *	Grades issued on instructional level alone--not comparing child with others	Parent conferences are emphasized on card	Philosophy is stated on card	Child is addressed on card as well as parent
Alachua							X			
Bay		X						X		
Broward					X	X				
Clay			X	X						
Columbia	X									
Duval	X									
Indian River			X					X		
Jefferson	X									
Marion		X		X						
Monroe	X									
Okeechobee					X			X		
Orange					X		X	X	X	
Pinellas			X					X		X
Putnam		X								
St. Johns					X					

* Warning: If child receives passing grades on level other than grade level placement, he may still fail.

systems offer this as the only reading grade on the report card because they feel that more than one grade can be confusing to the parents. They contend that a child or parent might look at an instructional or effort grade and think it is the grade level mark. This might lead, they say, to false assumptions as to whether a child is passing or failing.

The philosophy for giving a reading grade at both the instructional level and grade placement level is to relay to parents how well their child is doing by comparing his fluency level with the grade placement. Although several report cards do have the reading area broken down into sub-skills, there is still a need for a more specific division to let children and parents know where weaknesses exist.

Another philosophy incorporates reading effort grades as well as grade placement, and has been adopted by several counties. This is done to show parents how much effort the teacher felt the child was putting forth in the reading subject area.

Pinellas County had a very noteworthy philosophy contained in its Syllabus For Reporting. (See Appendix B.)

Only two report cards surveyed used a continuous-progress approach in which the child was not compared with others or a norm.

The reading grades on report cards were based on pupil progression test scores, standardized test scores, basal reading level and teacher judgment.

Conclusions

One positive aspect of policy making is that many school systems stress parent conferences right on the report to parents. Some even mandate conferences when retention is being considered and require documentation.

Since most of the systems surveyed do require grades in reading, the need for a report to parents for below grade level readers is apparent.

The reports to parents that have policies which consider the child as an individual allow for affective as well as cognitive development. They are the two which do not compare the child with others. One states, "This report has been designed to help you understand your child's progress in school. We believe the pupil's best interest will be served if you will consider this report without comparison with others. Individual growth is the basis for evaluating the work of a child. This report attempts to show what degree each pupil is achieving at his/her own level of understanding. No written report can be all inclusive. Conferences may be initiated by the parent or the teacher at that time."

This policy is a commendable one.

CHAPTER FIVE

IMPLICATIONS FOR FURTHER STUDY

More research is needed in the area of reading grades given to below grade level readers. This is especially true of those students working up to potential and doing their best, but still receiving "F" grades.

Since this study only dealt with a small sampling of school systems within the State of Florida, a broader base study is needed. Perhaps a random sampling on a national level could be taken.

The information gathered from a study of this sort could be used to design a new report card to better serve the needs of students reading below grade level. The best part of each school system's philosophy and policy could be incorporated into the design and format of this card.

B. H. Yarborough and R. A. Johnson put the need for emphasis in this area beautifully in their article How Meaningful are Marks in Promoting Growth in Reading:

Few research studies have examined the effects of marks, or the absence of them, upon pupil growth in verbal ability, reading/language arts achievement, or related affective factors. Evidence as to whether marks or retention practices either enhance or deter pupil development in these areas is generally lacking.

Yet, "to mark or not to mark" or "to promote or not to promote" are questions reading educators, like others, must address

The reading area is a most important one, and studies have shown that a child's self-concept is influenced by both his ability to read and his reward for trying.

Recommendations

A philosophy addressing the needs of children who are working up to their potential and putting forth maximum effort, but still not reading on grade level, is needed. To give these children an "F" grade would take away their incentive to continue to try.

Research suggests that there is a question as to whether or not retention as a means of remediation is effective. This too should be considered when a school system sets up its policy.

It is mandatory for educators to provide a report to parents for below grade level readers that is explanative, fair, communicative, humane, and as Marie Keeny (see Appendix B) puts it, "grades realistically without taking all incentive away from the child." If this cannot be provided, a child should not be graded at all.

The report card should address the child as well as the parent so that the child does not feel like a bystander in the grading process. The report should also point out the strengths and weaknesses of a child so that the teacher, parent, and child can work together as a team to solve reading problems.

Traditional policies and philosophies must be refined to promote affective as well as cognitive development of each child in reading.

It is apparent that many traditional reporting systems are not meeting the needs of children reading below grade level but up to their potential. If these children must be graded, further research is needed to come up with one which does.

Most importantly, the individual child should be considered when grades in reading are given.

Through this and further research a card could be fashioned which is, as it should be, realistic, usable, and humane.

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APPENDIX A

May 25, 1984

Dear Sir or Madame,

I am currently working on my thesis project. The project topic is attached.

Would you please send me your county's philosophy and/ or policy regarding reading grades of those children who read below assigned grade levels?

Many counties give two reading grades to below grade level children. One grade is an "effort" grade for the level at which the child is currently working. The other is an academic grade for their assigned grade level (usually no higher than a "D"). Other counties employ a more "competency-based" method.

I would greatly appreciate any help and information you could give me concerning your county's approach to this question.

Thank you very much.

Sincerely,

[Redacted]
Linda J. Ginn
[Redacted]
[Redacted]

Project:

This project deals with reporting reading grades to parents. The project is specifically concerned with grades of students reading below assigned grade level. Philosophies and policies differ within school systems on reporting reading grades of below grade level children. For the purposes of this report, the number of school systems cited will be limited.

June 4, 1984

Dear


Thank you for the copy of the information concerning your county's grading system. This was informative, however, it did not specifically answer my question.

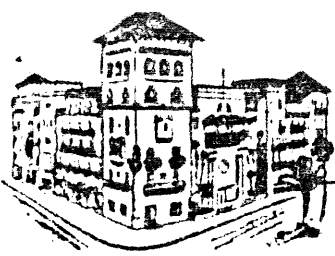
For example:

Student A is in the fifth grade. His cumulative records (Stanford Achievement Test, State Assessment Test, Pupil Progression, and basal reader) show him to be reading below grade level (say 3.5). Will that child receive an "F" on his report card in reading? Does he receive an additional "effort" grade for the 3.5 level? Or do you use a checklist rather than the conventional reporting system? Do any of your elementary schools vary from this reporting system? Please see attached memo.

I appreciate your time. Thank you again.

Sincerely, 

Linda P. Ginn




St. Johns County Courthouse
Corner King and Cordova Streets
St. Augustine, Florida
(Oldest City in the United States)

SCHOOL BOARD

St. Johns County, Florida

W. DOUGLAS HARTLEY
SUPERINTENDENT

P. O. BOX 500

ST. AUGUSTINE, FLORIDA 32084

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Dear Parents:

In order to clarify the grades you will be seeing on your child's report card, we would like to explain, in detail, the grade/level reporting system.

If your child is a third grader doing third grade work with third grade materials, the grade on his report card will reflect the scores actually received.

If, however, your child has been placed in a third grade classroom and is doing work on a lower grade level, the grades on his report card will reflect that he is not doing third grade work. For example, a third grader working on second grade level may bring home average or above grades on his daily work and then receive a D/2 on his report card because, no matter what the daily averages, he is still doing "below grade level" work for a third grader. (Any grade level below actual placement will be shown in red.)

Satisfactory grades that indicate the student is working in a program below the accepted range for the grade assignment are not necessarily passing grades. We also think it is very important that you study the "effort" grade because this is a good indication of how hard your child is trying to achieve.

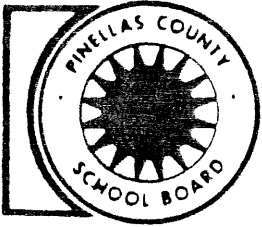
Regardless of the letter grades your child receives, the Pupil Progression Plan for St. Johns County must be followed. This Plan includes performance in class, standardized tests, state assessment tests and meeting objectives set up by the county. We wish to emphasize that promotion or retention will be based on student achievement and is not an automatic process.

APPENDIX B

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA³¹

1960 E. Druid Road P.O. Box 4688 Clearwater, FL 33518

Telephone: (813) 442-1171



Scott N. Rose, Ed.D.
Superintendent

John R. Espey,
Chairman
Rev. Albert G. Blomquist, D. Min.,
Vice-Chairman
Gerald R. Castellanos
Betty L. Hamilton
Calvin A. Hunsinger
Dr. Frank X. Pesuth
Wallace J. Voegel

July 12, 1984

Ms. Linda P. Ginn
[REDACTED]

Dear Ms. Ginn:

Your request for information on reporting pupil progress has been forwarded to me for response. I have enclosed a copy of our current report card and the syllabus used for reporting this progress.

Good luck with your thesis project and feel free to contact me if we can be of any further assistance.

Sincerely,

[REDACTED]
Mary F. Zeph
Assistant Superintendent
Elementary Education

/sr
Enc.

EXPLANATION OF CODES

ACHIEVEMENT

GRADES 1-2

GRADES 3-4-5

V-Very Good
S-Satisfactory
NI-Needs Improvement
U-Unacceptable
*NA-Not Applicable
R-Indicates the child is working at readiness level

A-Excellent (94-100)
B-Very Good (85-93)
C-Satisfactory (75-84)
D-Needs Improvement (70-74)
F-Unacceptable (0-69)

ART, MUSIC, PHYSICAL EDUCATION, HANDWRITING, CONDUCT AND WORK HABITS, GRADES 1-5.

V-Very Good
S-Satisfactory
NI-Needs Improvement
U-Unacceptable
*NA-Not Applicable

*NA- Not applicable will be used if a student is unable to perform physically in a subject area, the subject is not taught at a particular grade level, or the student has not been in attendance for at least 20 days during the marking period.

CONDUCT: Conduct is defined as "Demonstrates self control and respects authority and the rights of others."

ATTENDANCE

PERIOD 1	PRESENT_____	ABSENT_____	TARDY_____
PERIOD 2	PRESENT_____	ABSENT_____	TARDY_____
PERIOD 3	PRESENT_____	ABSENT_____	TARDY_____
PERIOD 4	PRESENT_____	ABSENT_____	TARDY_____

ACHIEVEMENT

Marking Periods

1 2 3 4

READING - Includes working out new words, reading with understanding, and vocabulary development.

Above*
On*
Below*

*Achievement grade indicates progress in student's instructional level relative to grade placement.

SPELLING - Includes learning new words and applying spelling skills in written work.

Above*
On*
Below*

ENGLISH - Includes grammar, usage, capitalization, punctuation, composition.

HANDWRITING - Includes correct letter formation and legibility.

CONDUCT

MATHEMATICS - Includes computation, concepts, problem solving and basic facts.

Above*
On*
Below*

*Achievement grade indicates progress in student's instructional level relative to grade placement.

SOCIAL STUDIES - Includes vocabulary, basic information, map and globe skills and research and study skills appropriate to grade level.

CONDUCT

SCIENCE - Includes use of the scientific process skills, vocabulary, basic information and research and study skills appropriate to grade level.

CONDUCT

HEALTH - Includes vocabulary, basic information, application and research and study skills appropriate to grade level.

CONDUCT

ART - Includes understanding of art elements, expressing creative ideas and demonstrating skill with art materials.

CONDUCT

GENERAL MUSIC - Includes development of singing, creativity, musical concepts (pitch, rhythm, melody, harmony, tone color) and participation.

CONDUCT

INSTRUMENTAL MUSIC (ELECTIVE) - Includes skills development on a band or stringed instrument.

CONDUCT

PHYSICAL EDUCATION - Includes demonstration of physical skill and knowledge appropriate to developmental level (rhythms, basic movement, sports skills, coordination, game rules and strategies, mechanics of the skills and health

CONDUCT



Putnam County Public Schools

Post Office Box 797 • Palatka, Florida 32078-0797

(904) 328-5763

C. L. Overturf, Jr.
Superintendent of Schools

BOARD MEMBERS

William L. Owens
Chairman

Raymond S. Rood, III
Vice-Chairman

Peggy Campbell
James L. Padgett
William J. Turnbull

33

June 5, 1984

Ms. Linda P. Ginn

Dear Ms. Ginn:

This is in response to your inquiry concerning reading grades in our district.

Since our promotion criteria is based solely on progression in reading, much emphasis is directed to this subject.

On the report card, the student is given a "letter" academic grade: A, B, C, etc. for achievement. S or U indicates grade level.

Our pacing chart indicates the progress a student should be making each six-weeks period. If the student is below grade level in reading, no higher grades can be given than the following:

<u>1st 6 wks.</u>	<u>2nd 6 wks.</u>	<u>3rd 6 wks.</u>	<u>4th 6 wks.</u>	<u>5th 6 wks.</u>	<u>6th 6 wks.</u>
C	C	D	D	F	F

Much success to you on your thesis project. Hopefully, this information will be of benefit to you.

Sincerely,

Dothea H. Smith
Supervisor
Elementary Education

jc

PARENT'S COMMENTS

ire shows that you have examined this card and discussed it with your child.
sh to add your comments in the space below.

D PARENT'S SIGNATURE

IOD PARENT'S SIGNATURE

OD PARENT'S SIGNATURE

RIOD PARENT'S SIGNATURE

OD PARENT'S SIGNATURE

ENDANCE	1st	2nd	3rd	4th	5th	6th	Total
PRESENT							
ABSENT							
TARDY							

RECOMMENDATION

upil is assigned to _____ for the
ing school year.

upil is recommended for summer school? _____ Yes _____ No

Signature of Teacher

PUPIL _____ GRADE OR LEVEL _____

SCHOOL MOSELEY ELEM. YEAR _____

HOME ROOM TEACHER _____

PRINCIPAL _____

PROGRESS REPORT



PUTNAM COUNTY PUBLIC SCHOOLS

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

1990 25th Street - Vero Beach, Florida 32960

JAMES A. BURNS, Superintendent

RICHARD A. BOLINGER
ChairmanRUTH R. BARNES
Vice-ChairmanJUDSON P. BARKER, JR.
JOE N. IDLETTE, JR.
DOROTHY A. TALBERT

June 29, 1984.

35

Ms. Linda P. Ginn
[REDACTED]

Dear Linda:

We in Indian River County are very fortunate to have in our School Board Rules and Regulations a section addressing exactly what you are asking about.

The philosophy for grading students in the elementary grades is as follows:

Elementary A report of student progress shall be made each semester in kindergarten. In grades one through five, student progress in each subject shall be made each nine weeks during the school year. Progress shall be indicated in kindergarten and grade one on the report card by checking mastery of skills. In grades two through five, letter grades shall be entered on the report cards to indicate academic progress if a student demonstrates satisfactory performance of the work expected at that grade level. Grade level achievement shall be entered on the report card for the student who is not demonstrating satisfactory performance of the work expected at the assigned grade level. The nine week letter grades shall be averaged to determine a final grade. When numerical grades are converted to letter grades, the following scale shall be used: A, 94-100; B, 93-87; C, 77-86; D, 70-76; F, 0-69. It shall be the teacher's responsibility to assign letter or numerical value to measurement devices. The symbols for plus or minus may be affixed to the letter grade on the report card as an incentive to the student; however, these symbols shall not be used in averaging grades nor recorded on the permanent record. A report shall be made to parents each grading period concerning the growth and personal habits of the student.

I hope that this will assist you in your work. Good Luck!

Sincerely, [REDACTED]

Mark Dugan, Coordinator
Chapter I/Prep Programs

MD/k

August 2, 1984

36

Linda P. Ginn
[REDACTED]

Dear Mrs. Ginn:

I am responding to your letter that I received in early July in reference to your thesis project. Enclosed you will find a copy of an intermediate report card which states our philosophy at this time in regard to grades given in reading and mathematics. I hope this will serve your needs.

If I can provide any additional information, do not hesitate to call me.

Sincerely yours,

[REDACTED]

Synester P. Jones
Supervisor of Reading

/kmp
Enclosure

INTERMEDIATE

37

Pupil _____ Grade _____ School _____

Teacher _____ School Year _____ Principal _____

This grading system gives each student credit for actual work he has done. It does not compare his progress with others.

Habits and Attitudes

N — indicates a need for more appropriate behavior

Reporting Periods

	1	2	3	4	5	6
Respects rights of others						
Observes rules and regulations						
Uses self control						
Assumes responsibility						
Displays courtesy in speech and action						
Listens and follows directions						
Completes work on time						
Works well independently						
Works well with others						

Teacher's Comments

Form No. CUR 100.063
Expiration Date: 8/30/84

Knowledge and Skills

Interpretation of marks:

- A — Excellent Accomplishment
B — Good Accomplishment
C — Normal Accomplishment
D — Poor Accomplishment
U — Unsatisfactory

Period 6.

GINN Levels

Hello Morning!	1.....	Readiness (R)
A Pocketful of Sunshine	2.....	Preprimer (PP)
A Duck Is A Duck	3.....	Preprimer (PP)
Helicopters & Gingerbread	4.....	Primer (P)
May I Come In?	5.....	1
One To Grow On	6.....	2 ¹
The Dog Next Door	7.....	2 ²
How It Is Nowadays	8.....	3 ¹
Inside Out	9.....	3 ²
A Lizard to Start With	10.....	4
Tell Me How the Sun Rose	11.....	5
Measure Me Sky	12.....	6
Mountains Are For Climbing	13.....	Beyond Grade 6

Grade Level

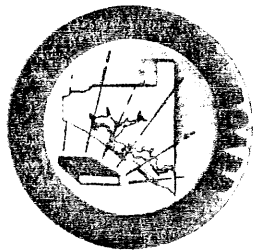
Grades in Reading and Mathematics are based on the student's instructional level.

Reporting Periods

	1	2	3	4	5	6
LANGUAGE ARTS						
READING						
Grade Level						
COMPOSITION AND GRAMMAR						
SPELLING						
HANDWRITING						
MATHEMATICS						
Grade Level						
SOCIAL STUDIES						
SCIENCE						
HEALTH						
ART PARTICIPATION						
MUSIC PARTICIPATION						
PHYS. ED. PARTICIPATION						
Attendance Record						
Days Absent						
Days Tardy						

Date entered _____

Date withdrawn _____



Office of
PETE HOLMAN
Superintendent

BAY COUNTY SCHOOLS

Post Office Drawer 820 • PANAMA CITY, FLORIDA 32402 • Telephone 769-1431

An Equal Opportunity Employer

May 31, 1984

Ms. Linda P. Ginn

[REDACTED]

Dear Ms. Ginn:

Attached hereto is a copy of the report cards used in the Bay District Schools, both kindergarten and elementary. Please note the grading system and the way in which we differentiate students performing below grade level.

If you have further questions, please feel free to call.

Sincerely,

[REDACTED]

Milton Acton, Ph.D.
Assistant Superintendent
for Instruction

mm

Attachments

— SCHOOL BOARD MEMBERS —

ROBERT L. YOUNG • KEN BROCK • THOMAS E. SMITH • DEANE BOZEMAN • LINDA S. GRANTHAM

RECEIVED 6239

June 4, 1984

JUN 07 1984

Inst. Staff Office

Dear Mr. Acton,

Thank you for the copy of the information concerning your county's grading system. This was informative, however, it did not specifically answer my question.

For example:

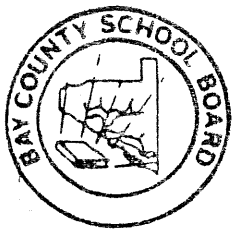
Student A is in the fifth grade. His cumulative records (Stanford Achievement Test, State Assessment Test, Pupil Progression, and basal reader) show him to be reading below grade level (say 3.5). Will that child receive an "F" on his report card in reading? Does he receive an additional "effort" grade for the 3.5 level? Or do you use a checklist rather than the conventional reporting system? Do any of your elementary schools vary from this reporting system? Please see attached memo.

I appreciate your time. Thank you again.

Sincerely, *L*

Linda P. Ginn

[Redacted]



BAY DISTRICT ELEMENTARY SCHOOLS PUPIL PROGRESS REPORT FOR GRADES 1-6

GRADE _____ YEAR _____

TO PARENT OR GUARDIAN 40

This report represents an evaluation of your child's progress. Its purpose is to keep you informed of how your child is developing academically, socially, and physically.

If you wish a more complete evaluation, please feel free to schedule a conference with your child's teacher.

Please examine this report carefully; detach the form and return to the school at your earliest convenience.

STUDENT _____ TEACHER _____ PRINCIPAL _____

SCHOOL _____ ADDRESS OF SCHOOL _____

CITY _____, FLORIDA _____ ZIP _____ PLACEMENT FOR NEXT YEAR _____

INTERPRETATION OF GRADES		GRADE LEVEL OF READING MATERIAL	
A 92-100	R-READINESS	3-3RD GRADE	
B 83-91	PP-PREPRIMER	4-4TH GRADE	
C 74-82	P-PRIMER	5-5TH GRADE	
D 65-73	1-1ST GRADE	6-6TH GRADE	
F 0-64	2-2ND GRADE	6+-BEYOND 6TH	
SKILLS		✓ ACCEPTABLE	X UNACCEPTABLE
		- NOT INTRODUCED	

READING			GRADING PERIODS					
			1	2	3	4	AV	
	READS WITH UNDERSTANDING							
	READS WELL ORALLY							
	USES READING SKILLS							
	DOES INDEPENDENT READING							
	GRADE LEVEL OF READING MATERIAL							
	ABOVE							
	GRADE ON							
	BELOW							

ENGLISH	APPLIES GRAMMATICAL SKILLS							
	EXPRESSES IDEAS IN WRITING							
	EXPRESSES IDEAS ORALLY							
	ABOVE							
	GRADE ON							
	BELOW							

SPELLING	LEARNS ASSIGNED WORDS							
	APPLIES LEARNING IN WRITTEN WORK							
	ABOVE							
	GRADE ON							
	BELOW							

WRITING	FORMS LETTERS CORRECTLY							
	APPLIES SKILLS IN ALL WRITTEN WORK							
	ABOVE							
	GRADE ON							
	BELOW							

MATHEMATICS	KNOWS BASIC FACTS & OPERATIONS							
	WORKS ACCURATELY							
	SHOWS SKILLS IN PROBLEM SOLVING							
	ABOVE							
	GRADE ON							
	BELOW							

		CODE							
SPECIAL AREAS	(S) SATISFACTORY	(NI) NEEDS TO IMPROVE	(U) UNSATISFACTORY	GRADING PERIODS					
				1	2	3	4	AV	
	PHYSICAL EDUCATION								
	MUSIC								
	LIBRARY								
	ART								

SOCIAL GROWTH AND WORK HABITS	LISTENS AND FOLLOWS DIRECTIONS								
	DISPLAYS COURTESY IN SPEECH & ACTION								
	WORKS WELL INDEPENDENTLY								
	WORKS WELL WITH OTHERS								
	COMPLETES ASSIGNMENTS								
	DOES NEAT AND CAREFUL WORK								
	ORGANIZES WORK & MATERIALS								
	PRACTICES SELF CONTROL								
	RESPECTS SCHOOL PERSONNEL								
	OBSERVES SCHOOL RULES								
	CONDUCT								

ATTENDANCE RECORD		1	2	3	4	YR.
DAYS PRESENT						
DAYS ABSENT						

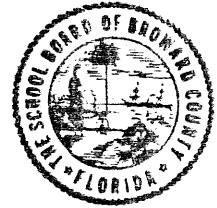
	FIRST REPORT PERIOD	FOURTH REPORT PERIOD
HEIGHT		
WEIGHT		

TEACHER COMMENTS	
1ST	
2ND	
3RD	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System

William T. McFatter
Superintendent of Schools



William D. Higginson,
Chairman
Joni J. Siskin,
Vice Chairperson
Jan R. Cummings
Thomas A. Evans
Marie H. Harrington
Mary M. Kemper
Donald J. Samuels

June 4, 1984

Ms. Linda P. Ginn
[REDACTED]
[REDACTED]

Dear Ms. Ginn:

Your letter requesting information concerning reading grades has been referred to me for response. Attached, for your information, are copies of Broward County School Board policies, as follows:

- #6000.1 - Minimum Standards of Service -
Curricula - Elementary, Middle and High School
- #5104 - Report Cards, Grades and Promotion/Retention
- #5106 - Graduation

We hope these policies will be helpful to you. Thank you for your interest in the Broward County School System.

Sincerely yours,

[REDACTED]
Dorothy J. Orr, Ed.D.
Executive Assistant to
the Superintendent
Policies and Procedures

DJO:vr

cc: Dr. William T. McFatter, Superintendent

6Gx6-51016Gx6-5101PRIVATE INSTRUCTION

WORK DONE UNDER PRIVATE INSTRUCTION SHALL NOT BE ACCEPTED FOR CREDIT BY THE BROWARD COUNTY SCHOOL SYSTEM UNDER ANY CIRCUMSTANCES EXCEPT IN ACCORDANCE WITH FLORIDA STATE BOARD OF EDUCATION ADMINISTRATIVE RULES.

AUTHORITY: F.S. 230.22 (1) (2)

Policy Adopted: 11/13/69Policy Readopted: 9/5/746Gx6-51036Gx6-5103FINAL EXAMINATIONS

EXAMINATIONS ARE A RECOGNIZED PART OF ANY SCHOOL SYSTEM AND SHALL BE SCHEDULED AND ADMINISTERED IN ACCORDANCE WITH THE RULES AND REGULATIONS DEVELOPED BY INSTRUCTIONAL SERVICES AND APPROVED BY THE BOARD.

AUTHORITY: F.S. 230.22 (1) (2)

Policy Adopted: 11/13/69Policy Readopted: 9/5/74Rules

In high schools, students shall be given examinations at the end of each semester. For semester and/or final examinations, a minimum testing time of one and one-half (1-1/2) hours shall be scheduled for each subject/course. Each student shall be provided opportunity to give self-expression in the form of a written explanation of knowledge attained. Therefore, one-half of the time allotted to each examination should be devoted to essay or similar type of examination questions.

The grade earned on the final examination (semester examination where applicable) shall be totaled with the grades earned for each grading period in order to determine the final semester average or grade.

AUTHORITY: F.S. 230.22 (1) (2)

Rules Adopted: 11/13/69Amended Rules Approved: 9/5/746Gx6-51046Gx6-5104REPORT CARDS, GRADES AND PROMOTION/RETENTION

THE REPORTING OF STUDENT PROGRESS TO PARENTS SHALL FOLLOW PROCEDURES ESTABLISHED BY INSTRUCTIONAL SERVICES AND BE IN ACCORDANCE WITH FLORIDA STATUTES, FLORIDA STATE BOARD OF EDUCATION ADMINISTRATIVE RULES, AND BOARD ADOPTED POLICIES, RULES AND REGULATIONS.

THE BROWARD COUNTY PUPIL PROGRESSION PLAN IMPLEMENTS THE FLORIDA ACCOUNTABILITY ACT OF 1976 IN THAT: THE PLAN INCORPORATES MINIMUM STUDENT PERFORMANCE STANDARDS IN COMMUNICATION SKILLS AND MATHEMATICS INTO THE REGULAR CURRICULUM AND EXISTING GRADE PROGRESSION, THEREBY ESTABLISHING A FLOOR OF BASIC SKILLS AND FUNCTIONAL LITERACY THAT ALL STUDENTS SHOULD MASTER TO THE EXTENT THEIR INDIVIDUAL PHYSICAL, MENTAL AND EMOTIONAL CAPACITIES PERMIT.

WHEN CONSIDERING PROMOTION AND PLACEMENT OF AN ELEMENTARY SCHOOL STUDENT, HIS/HER ACADEMIC, PHYSICAL, EMOTIONAL AND SOCIAL DEVELOPMENT SHALL BE EVALUATED IN AN EFFORT TO PLACE THE STUDENT IN THE SITUATION WHICH BEST SERVES HIS/HER NEEDS.

STUDENTS WITHIN SECONDARY SCHOOLS SHALL BE PROMOTED OR RETAINED DEPENDENT UPON THEIR ABILITY TO MEET THE RULES AND REGULATIONS PERTAINING TO PROMOTION AND RETENTION AS DEVELOPED AND ADOPTED BY THE STATE BOARD OF EDUCATION, INSTRUCTIONAL SERVICES AND THE BOARD. IN SITUATIONS OF UNUSUAL OR EXCEPTIONAL NATURE, THE CASES MAY BE TAKEN UNDER ADVISEMENT BY THE PRINCIPAL.

AUTHORITY: F.S. 230.22 (1) (2)

Policy Adopted: 11/13/69Policy Amended: 9/5/74Amended Policy Approved: 7/6/78

6Gx6-51046Gx6-5104REPORT CARDS, GRADES AND PROMOTION/RETENTIONRulesREPORT CARDS - General (Grades 1-12)

Report cards are issued at the end of every nine weeks of school and cover a period of 45 school days. Such reports shall be distributed to the students for delivery to their parents on the sixth school day following the end of the marking period except for the final report. The final report for high school students shall be mailed. If a student withdraws and does not qualify for a report card under this provision, he/she shall be issued a statement of academic achievement.

Secondary report cards are prepared through the use of computer-printed reports. A copy of the computer-printed report shall be retained in the school records office.

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including but not limited to the following:

1. Failing
2. A drop of two or more grades
3. Unacceptable behavior
4. Excessive absences

Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

Report cards and cumulative folders must be transferred from one school to another without delay.

REPORT CARDS - Elementary Schools*

A student must be in attendance twenty-five (25) days to receive a grade.

In reporting student performance in grades one through five, the symbols "A," "B," "C," "D" and "F" are used.

- "A" - OUTSTANDING PROGRESS
- "B" - ABOVE AVERAGE PROGRESS
- "C" - AVERAGE PROGRESS
- "D" - LOWEST ACCEPTABLE PROGRESS
- "F" - FAILURE TO MEET LOWEST ACCEPTABLE PROGRESS

A passing grade in reading, language arts, mathematics, science and social studies will reflect appropriate progress in minimum basic skills.

*Nova Schools may deviate from this system for experimental purposes with the permission of the Superintendent.

Conferences with parents or guardians are a required part of the reporting system. At least two (2) per year are recommended.

In order that the elementary principal may be informed concerning the progress of the many students under the principal's guidance, all elementary report cards shall be turned in to the office for review by the principal prior to being issued. Principals should review these cards carefully in order to understand, prevent, and/or solve problems which might arise from a misinterpretation of the card.

Elementary report cards shall be signed by the parent (legal guardian or individual acting in "loco parentis") and returned to the teacher.

PROMOTION/RETENTION - Elementary SchoolsRegular School Year Program

In order to be considered for promotion a student must master at least 85% of the minimum basic skills in the areas of reading, language arts, mathematics, science and social studies at grade level;* additionally, in grade three a student must also master each standard tested by the statewide assessment program to be promoted to grade four. The Division of Instruction, Curriculum K-12, shall determine what constitutes mastery of the minimum basic skills.

REPORT CARDS, GRADES AND PROMOTION/RETENTIONRules - ContinedPROMOTION/RETENTION - Elementary Schools - Continued

In addition to the requirement of knowing 85% of the minimum skills, students in grades K-5 who are functioning below grade level and who, in the opinion of the school staff, would benefit by an additional year in the same grade, may also be retained.

It is required that a conference be requested by the school between the classroom teacher and the parent on or before May 1 for each student being considered for retention to discuss the minimum skills in which the student is deficient and to review the educational prescription for remediating the skills. This prescription shall include a recommendation for promotion or retention based upon all available data.

If the recommendation is for retention and if the parent disagrees with the teacher, a staffing shall be held which includes the classroom teacher, guidance counselor, principal and other staff members selected by the principal. The parent (or the parent's substitute when the parent is unable to attend) shall be invited to attend the conference. Backup information such as Pupil Progression Plan folders, test results, sample of classroom work and other information the staff feels pertinent shall be discussed.

The professional staff will recommend grade placement. The principal shall have the final authority for appropriate grade placement of students within the limitations of Board Policy and Florida Statutes.

- * The 85% mastery of science and social studies shall be required for purposes of promotion in the school year following the implementation of the "ANSWER" instructional management system.

EXCEPTIONAL STUDENTS

The staffing committee will recommend grade placement for exceptional students based upon all available student data. The staffing committee will give consideration to the student's progress as it relates to the goals and objectives of the Individualized Education Program including progress toward mastery of the appropriate Minimum Student Performance Standards.

LIMITATION ON RETENTION - ALL ELEMENTARY STUDENTS

(Retention for all elementary students shall be limited to two (2) years in the kindergarden through fifth grades.)

Extended School Year ProgramSummer School Eligibility

Kindergarten through second grade students are eligible for an extended year program if they have been assigned the Primary Education Program Preventative Strategy all of the last 45 days of the regular school year.

Third through fifth grade students are eligible for an extended school year program providing they have been retained at their current grade level during the regular school year. If the student chooses to participate in the extended year program but does not attend the full summer session or fails to master at least 85% of the minimum basic skills at grade level, the student will be retained.

Students who have been properly classified as exceptional are eligible for summer school.

REPORT CARDS - Middle Schools*

The grading system used in the middle schools and the interpretation of the letter grades are as follows:

"A".....OUTSTANDING PROGRESS
 "B".....ABOVE AVERAGE PROGRESS
 "C".....AVERAGE PROGRESS
 "D".....LOWEST ACCEPTABLE PROGRESS
 "F".....FAILURE
 "I".....INCOMPLETE

Conduct

"S".....SATISFACTORY
 "N".....NEEDS IMPROVEMENT
 "U".....UNSATISFACTORY

6Gx6-5104

6Gx6-5104

REPORT CARDS, GRADES AND PROMOTION/RETENTIONRules - Continued

A passing grade in language arts, reading, mathematics, science and social studies will reflect appropriate progress in minimum basic skills.

Plus or minus signs shall not be used in marking at any level.

The student's attendance for the marking period shall be recorded in the space provided.

- * Nova schools may deviate from this system for experimental purposes with permission of the Superintendent.

TOTALING GRADES - Middle Schools

The final grade for the school year for each full-year subject is determined by totaling the points earned for each of the four 45-day grading periods.

A.....	4 points
B.....	3 points
C.....	2 points
D.....	1 point
F.....	0 point

	<u>FULL YEAR SUBJECT</u>	<u>SEMESTER SUBJECT</u>
To receive a yearly grade of "A" a student shall earn	14 points	7 points
To receive a yearly grade of "B" a student shall earn	10 points	5 points
To receive a yearly grade of "C" a student shall earn	6 points	3 points
To receive a yearly grade of "D" a student shall earn	3 points	2 points

To receive a passing grade in subjects for a full year at least one of the above points must be earned during the second semester. In addition, 85% of the minimum basic skills must be successfully completed at grade level in language arts, reading, mathematics, science and social studies. Successful completion of Work Experience Related Instruction may be substituted for subjects other than language arts, reading or mathematics. The Division of Instruction, Curriculum K-12, shall determine what constitutes mastery of the minimum basic skills.

PROMOTION/RETENTION - Middle Schools

To be promoted a student must pass five (5) subjects during each year for grades 6-8. Four (4) of the subjects must be from among the following five:

Language Arts
Reading
Mathematics
Science
Social Studies

Students who pass a subject for one (1) semester will receive one-half (1/2) credit toward the five (5) subjects needed to pass for the year. Subjects taken for a full year shall not receive one-half (1/2) credit.

Students may take up to one (1) subject during the extended school year period. Only those students who will be eligible for promotion after successfully completing summer school may attend the extended school year. Parents must be notified on or before May 1 when it appears that a student may be retained.

If the student does not attend the full summer session or fails to pass the subject including at least 85% of the basic skills at grade level after attending summer school, the student will be retained. The decision for promotion or retention shall rest with the summer session principal and staff. For students who are retained, consideration should be given to their placement in an educational alternative program according to the eligibility criteria contained in the Broward County Alternative Education Guidelines and Board Policy 6000.11, Educational Alternative Programs. Retention for middle school students shall be limited to (1) year in the sixth (6th) through eighth (8th) grades, provided that the student has made satisfactory effort and that an appropriate program has been provided.

BROWARD COUNTY ELEMENTARY PROGRESS REPORT

Name _____ Grade _____

School _____ Year 19____ - 19____

Principal _____ Teacher _____

S - Indicates Satisfactory

***N** - Indicates Not Mastered

MINIMUM BASIC SKILLS	1	2	3	4
Reading				
Language Arts				
Mathematics				
Social Studies				
Science				

Grade Code

Reading Levels

Subject Levels

- A - Outstanding progress
- B - Above average progress
- C - Average progress
- D - Lowest acceptable progress
- F - Failure to meet lowest acceptable progress
- X - Effort needs improvement

- R - Readiness
- PP1-PP2-PP3 Pre-Primers
- P - Primer
- 1 - First Reader
- 2 - Second Reader
- 3 - Third Reader
- 4 - Fourth Reader
- 5 - Fifth Reader

- R - Readiness
- 1 - First Grade
- 2 - Second Grade
- 3 - Third Grade
- 4 - Fourth Grade
- 5 - Fifth Grade

GRADING PERIODS	1			2			3			4			
Subject	Grade	Level	Effort	Grade	Level	Effort	Grade	Level	Effort	Grade	Level	Effort	Yearly Average
Reading													
Language													
Spelling													
Handwriting													
Mathematics													
Social Studies													
Science													
Health													

*To Parents: Please note that if your child has received an N in Minimum Basic Skills or the Level indicated is below your child's grade placement, there is a possibility of retention at the end of the year.

PERFORMANCE INDICATORS

O - Outstanding
S - Satisfactory

P - Progress Shown
N - Needs Improvement

RELATED ARTS	ART				MUSIC				Physical Education			
	1	2	3	4	1	2	3	4	1	2	3	4
Demonstrates skills and conceptual growth												
Exhibits positive behavior and participation												

BEHAVIOR	1	2	3	4
Obeys class rules				
Listens and follows directions				
Completes work in assigned time				
Respects authority				
Thinks and works independently				

Teacher comment on attachment (✓)	1	2	3	4

Each grading period covers 45 school days. A child must be in attendance in Broward County Schools 25 days to receive a grade.

ATTENDANCE	1	2	3	4	TOTAL
Days Present					
Days Absent					
Days Tardy					

If your child is in an Exceptional Educational Program, the student will be graded in accordance with the student's Individual Educational Program (IEP) in subject grades and/or minimum basic skills.

A check (✓) beside the grade indicates that the grade was given by the exceptional education teacher.

PHILOSOPHY

We believe that:

1. All children are individuals and each is unique.
2. The goal of the school program is to meet the needs of each child.
3. To enable children to reach their full potential, it is essential that a strong partnership exist between parents, students, teachers, administrators, and the school board.
4. Teachers and parents should be concerned with all phases of child development: social, emotional, physical and intellectual.
5. The student's self-image is directly related to his achievement in school.
6. The fundamental purpose of reporting is to establish good communication and understanding among parents, students and the school.
7. Reporting student progress on the basis of individual growth must be consistent throughout the elementary school.
8. Parents need to be aware of the county promotion/retention requirements regarding state assessment, achievement testing and basic skills.

The School Board of Pinellas County

Reporting Pupil Progress
Elementary

6G52-8.10

- (c) Each teacher of grades 1-5 shall hold individual and/or group conferences during the first six weeks of school.
- (d) Each teacher of grades 1-5 shall hold by the end of the first six weeks of school a group conference or equivalent with parents of the students in his/her class or shall hold a grade level conference cooperatively with other teachers on the grade level for the purpose of interpreting the curriculum, the general school program and reporting practices.
- (e) Each teacher of grades 1-5 shall hold a scheduled parent-teacher conference concerning each student during the school year. It is highly desirable that these conferences be held during the first semester. Additional conferences shall be held throughout the year as needed with parents of students who have special problems. A record shall be kept of each conference in the student's cumulative folder.
- (f) Each teacher shall record at each report period only factual information in the comment section of the card which will give additional meaning to the report.
- (g) No changes shall be made in the form of the Progress Report without the express approval of the Superintendent.
- (h) In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the student's conduct marks. All Progress Reports shall provide some form of evaluation concerning the student's conduct or deportment. In no case shall the student receive an academic grade which is contingent upon his conduct.

PARENT'S COMMENTS

SIGNATURE _____

SIGNATURE _____

SIGNATURE _____

SIGNATURE _____

Grade Placement:

It is recommended that _____
be assigned to Grade _____ for the
19____ - 19____ school term.

Teacher _____

Principal _____

JEFFERSON COUNTY SCHOOLS

Monticello, Florida

ELEMENTARY REPORT CARD

19____ — 19____

Pupil's Name _____

School _____

Grade _____

Teacher _____

Principal _____

A MESSAGE TO PARENTS

It is the purpose of this report card to tell you how your child is getting along in the grade to which he is assigned. After careful examination of this report, please feel free to ask for a conference with the teacher if you think it is necessary. The best interest of your child will be served through the cooperative effort of the home and school.

You will be notified during the fifth week of each reporting period of the progress your child is making. This will enable him to improve his work before report cards are issued.

DESMOND M. BISHOP
Superintendent of Schools

eligible to receive a Certificate of Completion in lieu of a Standard Diploma.

Authority: 230.22(2), F.S.

Law Implemented: 232.245, 232.246, 230.23(6), F.S.

8.106 GRADING SYSTEM.--The following grading system shall be used throughout the school district unless an exception is allowed as provided herein:

(1) Kindergarten.--A written report shall be given to the parents or guardian at the close of the school term.

(2) Grade 1.--A marking system of S, N, and U shall be used for reporting at the end of each of the nine weeks periods. These symbols shall mean:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

(3) Grades 2-12.--In grades two through twelve the student shall be assigned a numerical grade that can be averaged for a semester grade and a yearly average with the following symbols being used:

94-100 A - Superior

85-93 B - Good or Above Average

76-84 C - Average

70-75 D - Poor or Below Average

Below 70 F - Failure

Incomplete I - Work Not Completed

(4) Conduct Grades.--Conduct grades shall be assigned for classroom conduct as follows:

1 - A

2 - B


3 - C

4 - D

Project:

This project deals with reporting reading grades to parents.

The project is specifically concerned with grades of students reading below assigned grade level. Philosophies and policies differ within school systems on reporting reading grades of below grade level children. For the purposes of this report, the number of school systems cited will be limited.



School

Principal

School Year 19__ 19__

 PROGRESS REPORT
 Year in School 1 2 3

Quinmester 1 2 3 4 52

Pupil's Name _____ Teacher _____ Room Number _____

Letter to the Parent:

This report has been designed to help you understand your child's progress in school. We believe that the pupil's best interest will be served if you will consider this report without comparison with others. Individual growth is the basis for evaluating the work of a child. This report attempts to show what degree each pupil is achieving at his/her own level of understanding.

No written report can be all inclusive. Conferences may be initiated either by the parent or the teacher at any time.

CODE OF DEVELOPMENT

Letter grades given in all major subject areas and social development areas indicated by capital letters.

Excellent Progress	Academic Progress	NA - Not Applicable	Effort
Good Progress	D - Minimum Progress	I - Incomplete Work	1 - Above Average
Average Progress	E - Unacceptable Progress	N - Only given when skills need improvement	2 - Average
			3 - Needs Improvement

(First Graders receive letter grades beginning third quinmester.)

REPORT PERIOD

1 2 3 4

READING/EFFORT

INSTRUCTIONAL LEVEL

Learns and uses new words
 Reads with understanding
 Uses word attack skills
 Reads orally with expression

LANGUAGE/EFFORT

INSTRUCTIONAL LEVEL

Expresses ideas in writing
 Uses basic grammar in:
 oral work
 written work
 Forms letters correctly/
 writes legibly
 Spells new words
 Applies spelling skills in
 written work

MATHEMATICS/EFFORT

INSTRUCTIONAL LEVEL

Knows place value of numbers
 Masters number facts
 Computes accurately
 Uses reasoning in problem solving

SCIENCE/EFFORT

Understands and applies scientific methods

SOCIAL STUDIES/EFFORT

Understands and applies basic skills and ideas
 Uses map and reference skills

ART

Participates in activities
 Achieves desired skills

MUSIC

Participates in activities
 Develops performance skills
 Develops music reading skills

PHYSICAL EDUCATION

Participates in activities
 Develops motor skills and coordination

SOCIAL DEVELOPMENT

WORK HABITS

Listens attentively
 Follows directions
 Works independently
 Plans and organizes work
 Completes work
 Uses time wisely

BEHAVIOR/CONDUCT

Practices self-control
 Considers others
 Follows school regulations
 Cooperates with group

READING

INSTRUCTIONAL LEVELS

R - Readiness
 PP1 - Pre-Primer 1
 PP2 - Pre-Primer 2
 PP3 - Pre-Primer 3
 P - Primer
 1 - First Reader
 2-1 - Second Reader-first book
 2-2 - Second Reader-second book
 3-1 - Third Reader-first book
 3-2 - Third Reader-second book
 4 - Fourth Reader
 5 - Fifth Reader
 6 - Sixth Reader

LANGUAGE

INSTRUCTIONAL LEVELS

Grade Level (K through 6)

MATH

INSTRUCTIONAL LEVELS

K - Kindergarten
 1 - Book 1
 2 - Book 2
 3 - Book 3
 4 - Book 4
 5 - Book 5
 6 - Book 6

Days Present

Days Absent

Times Tardy

In the judgement of the teacher and the principal, this pupil is assigned to

for 19__ 19__ school year.

Teacher _____

Principal _____

 1/1350
 AB0014:

3

vent.

[illegible]

ment.
ion

April			June		
P	A	E	P	A	E
June			Total		

22

vent.



ment.
ion

19__ to 19__

Nov. Feb. Apr. June

□ □ □ □

Satisfactory progress in the Basal Reader.

7

A composite score at the fourth stanine or above on the SRA Achievement Test.

└

In grades three and five mastery of State Minimum Student Performance Standards.

□

Name _____

Grade	Room
-------	------

School _____

Teacher _____

Principal _____

FINAL PROGRESS REPORT

When the next school year begins, your child will be working in Grade _____.

Teacher

To the parent:

The home and school share a common purpose -- the growth and development of your child. Four times a year, the report card provides a means of communicating with you concerning the progress of your child in school. We welcome the opportunity for parent conferences.

James A. Burns, Superintendent
Vero Beach, Florida

School _____ Principal _____ 54

School Year 19 ____ 19 ____

PROGRESS REPORT
Year in School 4 5 6 Quinmester 1 2 3 4

Pupil's Name _____ Teacher _____ Room Number _____

Note to the Parent:

This report has been designed to help you understand your child's progress in school. We believe that the pupil's best interest will be served if you will consider this report without comparison with others. Individual growth is the basis for evaluating the work of a child. This report attempts to show what degree each pupil is achieving at his/her own level of understanding.

No written report can be all inclusive. Conferences may be initiated either by the parent or the teacher at any time.

CODE OF DEVELOPMENT

Letter grades given in all major subject areas and social development areas indicated by capital letters.

A - Excellent Progress	D - Minimum Progress	NA - Not Applicable	Effort
B - Good Progress	E - Unacceptable Progress	I - Incomplete Work	1 - Above Average
C - Average Progress	N - Only given when skills need improvement.		2 - Average
			3 - Needs Improvement

	REPORT PERIOD					REPORT PERIOD		
	1	2	3	4		1	2	3
READING/EFFORT INSTRUCTIONAL LEVEL Learns and uses new words Uses comprehension skills Uses study skills					SOCIAL DEVELOPMENT			
					WORK HABITS			
					Listens attentively			
					Follows directions			
					Works independently			
					Plans and organizes work			
					Completes work			
					Uses time wisely			
LANGUAGE/EFFORT INSTRUCTIONAL LEVEL Expresses ideas in writing Uses basic grammar in: oral work written work Forms letters correctly/ writes legibly Spells new words Applies spelling skills in written work					BEHAVIOR/CONDUCT			
					Practices self-control			
					Considers others			
					Follows school regulations			
					Cooperates with group			
MATHEMATICS/EFFORT INSTRUCTIONAL LEVEL Knows basic facts Knows and uses operations Computes accurately Applies basic skills in thinking and problem solving					READING INSTRUCTIONAL LEVELS			
					P - Primer			
					1 - First Reader			
					2-1 - Second Reader-first book			
					2-2 - Second Reader-second book			
					3-1 - Third Reader-first book			
					3-2 - Third Reader-second book			
					4 - Fourth Reader			
					5 - Fifth Reader			
					6 - Sixth Reader			
					7 - Seventh Reader			
					8 - Eighth Reader			
SCIENCE/EFFORT Understands and applies scientific methods					LANGUAGE INSTRUCTIONAL LEVELS			
					Grade Level (K through			
					MATH			
					INSTRUCTIONAL LEVELS			
					K - Kindergarten			
					1 - Book 1			
					2 - Book 2			
					3 - Book 3			
					4 - Book 4			
					5 - Book 5			
					6 - Book 6			
					7 - Book 7			
SOCIAL STUDIES/EFFORT Understands and applies basic skills and ideas Uses map and reference skills						1	2	3
					Days Present			
					Days Absent			
					Times Tardy			
ART Participates in activities Achieves desired skills					In the judgement of the teacher and the principal, this pupil is assigned to			
MUSIC Participates in activities Develops performance skills Develops music reading skills					for 19 ____ 19 ____ school year.			
					Teacher _____			
					Principal _____			
PHYSICAL EDUCATION Participates in activities Develops motor skills and coordination								

FOURTH PERIOD:

Teacher Comment:

Parent Comment:

Parent's Signature

FIFTH PERIOD:

Teacher Comment:

Parent Comment:

Parent's Signature

SIXTH PERIOD:

Teacher Comment:

Parent Comment:

Parent's Signature

COLUMBIA COUNTY, FLORIDA
ELEMENTARY SCHOOLS
PROGRESS REPORT

Name: _____

School: _____ Grade: _____

Teacher: _____

Principal: _____

19____19____

To Parents:

This report is sent to you at six week intervals during the school year to inform you of your child's progress. A written report cannot tell you all that you need to know about your child's progress in school. You are urged to make an appointment with the teacher when you desire to discuss your child's progress.

Promotion to the next grade will be based, for the most part, on your child's mastery of the minimum skills in reading, writing, and mathematics established for the grade level.

Silas Pittman
Superintendent of Schools

Reading, mathematics-reported beginning second period, first year.

Handwriting-reported beginning fourth period, first year.

Spelling-reported beginning second year.

English, Social Studies, Science, Health-reported beginning third year.



Okeechobee County School Board

100 S.W. FIFTH AVENUE • OKEECHOBEE, FLORIDA 33472



SUPERINTENDENT
DANNY L. MULLINS

BOARD MEMBERS:

CHAIRMAN:
DAVID HESTER
VICE CHAIRMAN:
DONNA ENRICO
TOMMY CLOSE
ROBERT JOINER
STEVE KOS

October 23, 1984

Linda P. Ginn
[REDACTED]
[REDACTED]

Dear Ms. Ginn:

We are enclosing a copy of our revised report card.

What we do in regard to grading is as follows:

If a child is one complete year below grade level, he should receive unsatisfactory or D. However, "less than a year below" may receive a C. Notice the explanation of achievement and effort. They may be below in achievement but in effort may receive a "good" grade. In our other programs a student may achieve satisfactory progress in a defined program. I would be interested to know more about the "competency-based" method you referred to in your letter.

If we can be of further assistance, do not hesitate to let us know.

Sincerely,

[REDACTED]
Dolly Markham, Coordinator
of Language Arts

DM/jtc

Enclosure

Grades are intended to reflect each student's achievement in mastering basic skills and other subject areas.

Name _____

School _____

Teacher _____

Grade _____

GRADING SCALE

- A - 93-100
 B - 85- 92
 C - 73- 84
 D - 65- 72
 F - 0- 64

Dear Parent

Please note the level of your child's performance. He/she may receive a satisfactory grade but be achieving below grade level. A student working below grade level at the end of the school year may remain in his present grade.

Attendance	1	2	3	4	Total
Days Present					
Days Absent					
Days Tardy					

READING	1	2	3	4
Above grade level				
On grade level				
Below grade level				
SPELLING				
Above grade level				
On grade level				
Below grade level				
SOCIAL STUDIES				

ENGLISH	1	2	3	4
Above grade level				
On grade level				
Below grade level				
MATH				
Above grade level				
On grade level				
Below grade level				
SCIENCE/HEALTH				

GRADING SCALE

- O - Outstanding
 S - Satisfactory
 N - Needs Improvement
 U - Unsatisfactory

HANDWRITING				
ART				
CONDUCT				

PHYSICAL EDUCATION				
Participation				
Conduct				
MUSIC				
Participation				
Conduct				

✓ Check indicates your child is making progress in this area				
Listens and follows directions				
Has proper materials				
Completes assignments on time				
Makes good use of time				
Gets along well with others				
Demonstrates self-control				

* Please sign and return entire report to school

COMMENTS — First Term Parent's signature _____ Conference requested Yes _____ No _____	COMMENTS — Second term Parent's signature _____ Conference requested Yes _____ No _____
COMMENTS -- Third term Parent's signature _____ Conference requested Yes _____ No _____	COMMENTS -- Fourth term Parent's signature _____ Conference requested Yes _____ No _____

This pupil has been promoted/retained/administratively placed in grade _____ for 19 _____ school year

[REDACTED]

REPORTING STUDENT PROGRESS AND
NOTICES TO PARENTS AND STUDENTS

59

1. Report Cards

Florida statute 230.23 (11) (c) provides that at regular intervals reports shall be made by principals or teachers in the public schools to parents or those having parental authority over the children enrolled and in attendance upon their schools, apprising them of the progress being made by their studies and giving other needful information.

A. All schools shall use a report card as the primary means for reporting student progress. Beginning with the 1977-78 school year all elementary schools will use a standard report card. Junior, middle and senior high schools will use report cards with a basic format containing the student's name, grade classification, subjects being taken, all nine-week grades, semester and/or final exam grades if given and the final grade for the subject. In grades 9-12, the report card will indicate whether or not a credit is earned; in grades 6-8, a notation of promotion placement or retention will be made. Information on attendance, conduct and other factors may be included also.

B. APPROVED: Sept. 20, 1982 EFFECTIVE: Sept. 20, 1982

Report cards are to be issued for all students, K-12, four times a year reflecting student progress for nine-week segments and according to a schedule established each year by the Administration and Operations Team. A report card will also be issued at the conclusion of all summer programs for credit or promotion.

C. Schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

2. Report Card Grades

Report card grades must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled unless otherwise indicated.

A. Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, effort and conduct. Grades issued to students will be the traditional A-B-C-D-F grades with grades A-B indicating above-average achievement, grade C average level achievement, grade D below-average achievement and grade F unsatisfactory achievement.

B. Student's academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject. In regular classes involving the basic skills of reading, writing and mathematics, a satisfactory grade (A-B-C) indicates the student is performing within an acceptable range and above the remedial level.

C. Grades, when given, in subjects taken at a remedial level may reflect student's progress in the remediation of their basic skills deficiencies and do not reflect expected achievement for the grade level. These grades must be clearly indicated as remedial.

The School Board

of

60

MR. J. L. COLLUM
P.O. Box 88
East Lake Weir, Florida 32632

MR. JAMES E. PROSE
JAMES E. PROSE, JR.
Ocala, Florida 32671

MR. J. L. COLLUM
P.O. Box 88
East Lake Weir, Florida 32632

512 S.E. 3rd Street
OCALA, FLORIDA 32676

June 1, 1984

Ms. Linda P. Ginn
[REDACTED]

Dear Ms. Ginn:

I have been asked to reply to your letter of May 25, 1984 addressed to Mr. Leon Rogers. The philosophy of grading children in Marion County is to endeavor to grade realistically without taking all incentive away from the child. Some schools do have a policy of no higher than a "C" if below grade level in math and reading.

I am enclosing a copy of our elementary report card to enhance your understanding of Marion County's grading system.

I hope this information is helpful to you. If you have any questions, please contact me again.

Sincerely,
[REDACTED]

Marie C. Keeney, Director
Elementary Education

MCK/ajj

Enclosure

STUDENT NUMBER 61 SCHOOL _____ PRINCIPAL _____
 (LAST) (FIRST) (MIDDLE) SEX _____
 DATE OF BIRTH _____ PARENT'S NAME _____ YEAR _____ GRADE _____
 DATE OF ENROLLMENT _____ DATE OF WITHDRAWAL _____ TEACHER'S NAME _____

	1	2	3	4	TOTAL
DAYS PRESENT					
DAYS ABSENT					
DAYS TARDY					

GRADING PERIOD	1ST	2ND	3RD	4TH	AVG.
SUBJECT	GRADE COMMENTS LEVEL	GRADE COMMENTS LEVEL	GRADE COMMENTS LEVEL	GRADE COMMENTS LEVEL	GRADE
READING					
MATH					
SPELLING					
LANGUAGE					
SCIENCE/ HEALTH					
SOCIAL STUDIES					
CONDUCT					

1. TEACHER REQUESTS CONFERENCE ☐ DATE: _____
 TIME: _____

2. TEACHER REQUESTS CONFERENCE ☐ DATE: _____
 TIME: _____

3. TEACHER REQUESTS CONFERENCE ☐ DATE: _____
 TIME: _____

4. TEACHER REQUESTS CONFERENCE ☐ DATE: _____
 TIME: _____

MARK E-S-N-U-I ONLY											
GRADING PERIOD		1ST		2ND		3RD		4TH		AVG.	
SUBJECT		GRADE	CONDUCT	GRADE	CONDUCT	GRADE	CONDUCT	GRADE	CONDUCT	GRADE	
HANDWRITING											
ART											
MUSIC											
PHYSICAL EDUCATION											

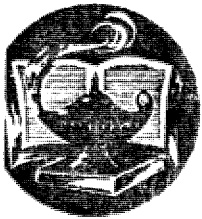
- COMMENTS/WORK HABITS:**
 STRENGTHS AND/OR WEAKNESSES
1. Does neat and careful work
 2. Works well independently
 3. Works well with others
 4. Is consistently good worker
 5. Is showing improvement
 6. Tries hard/good effort
 7. Does careless/inaccurate work
 8. Does not complete work
 9. Does not try/poor effort
 10. Does not follow directions
 11. Has disruptive/inappropriate behavior
 12. Is unprepared for class

SPECIAL PROGRAM PLACEMENT: _____

ACADEMIC REPORT

Please note the level of your child's performance. He/she may receive a satisfactory grade but be below grade level. There is a possibility your child may remain in his present grade if he does not meet the requirements of Marion County basic skills.

NEXT SCHOOL YEAR ASSIGNED TO GRADE _____



Duval County Public Schools

1701 Prudential Drive • Jacksonville, Florida 32207
(904) 390-2000

Herb A. Sang
Superintendent of Schools

October 18, 1984

BOARD MEMBERS

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Chairman

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Jack Nooney
Vice-Chairman

James H. Corwin, M.D.
Dr. Samuel P. Nesbitt
Wendell (Billy) C. Parker
John W. Sutton
Harry J. Wagner

Mrs. Linda Ginn

Dear Mrs. Ginn,

Thank you for your inquiry into Duval County's grading policy (enclosed). I am happy to provide you with information regarding our Reading program and reporting grades to parents.

Elementary students in Duval County receive basal reading instruction through the Ginn Reading 720 series. This is a multi-level program designed for students in grades K-6. Since it is highly correlated with our district's Instructional Management System, we find that our students perform well on our county-level Essential Skills Tests, the State Student Assessment Tests, and the Stanford Achievement Tests.

All students are assumed to be "on grade level" because they have followed the district's promotional requirements (enclosed). Ours is a competency-based system which means that in order for the students to be successful in their grade, they must have achieved mastery of skills in the previous grade level.

Within any classroom group, as we know, are children with varying degrees of achievement (passing grades A-D; students with failing grades have been retained). Based upon a diagnostic/prescriptive approach, these students must receive instruction in Reading at varying levels of the basal series. However, they are responsible for mastering grade-level skills regardless of their instructional reading levels. Therefore, the Reading grade on the report card is not determined by the reading level in the basal series, but by mastery of skills in the county's Instructional Management System. Mastery is determined by teacher judgment (Appendix U enclosed).

I hope that you find this information relevant to your project and wish you good fortune in your professional growth. If I may be of further assistance, please feel free to contact me again.

Sincerely,

Patricia Glasser
General Director for Instruction

Enclosures
PG:WB:hc

STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS FOR GRADES K-12

63

School Board Policy (Subchapter 8, Section 9) addresses the descriptive section of our grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required.

1. THE GRADING SCALE FOR STUDENTS GRADES 1-12 IN A REGULAR PROGRAM NOT MENTIONED IN OTHER SECTIONS OF THIS APPENDIX SHALL BE AS FOLLOWS:

A (Excellent)	93 - 100%	*Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.
B (Very Good)	85 - 92%	
C (Satisfactory)	77 - 84%	
D (Unsatisfactory)	69 - 76%	
E (Failing)	68% and below	
IE (Insufficient Enrollment)		
I (Incomplete)		

All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

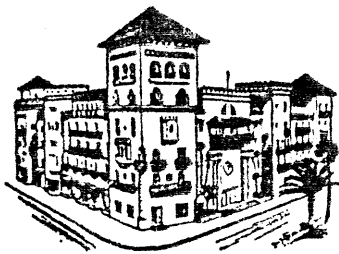
2. THE GRADING SCALE FOR THE ELEMENTARY COMPETENCY DEVELOPMENT PROGRAM SHALL BE:

- S - Successful Performance - The student has demonstrated satisfactory attainment of objectives based on his/her ability.
- N - Needs Improvement - The student has not demonstrated satisfactory attainment of objectives based on his/her ability.

3. THE COMPETENCY DEVELOPMENT PROGRAM GRADING SCALES SHALL BE:

- a. Academic Grading Scale:

- S - Successful Performance: The student has demonstrated satisfactory attainment of course objectives based on the student's ability.
- N - Needs Improvement: The student has not yet demonstrated satisfactory attainment of course objectives based on the student's ability.



St. Johns County Courthouse
Corner King and Cordova Streets
St. Augustine, Florida
(Oldest City in the United States)

SCHOOL BOARD

St. Johns County, Florida

W. DOUGLAS HARTLEY
SUPERINTENDENT

P. O. BOX 500

ST. AUGUSTINE, FLORIDA 32084

M E M O R A N D U M

DATE: September 9, 1983

TO: W. Douglas Hartley, Superintendent of Schools

FROM: Principals of All Elementary Schools, St. Johns District

SUBJECT: Recommendations for Reporting Below Grade Level Grades to Parents

The Elementary Principals of St. Johns County recommend that the following procedures be adopted by the St. Johns County School Board for the 1983-84 school year:

1. If a child is working on grade level, follow the normal reporting system as shown on the report card with two exceptions:
 - a. "O", "S" and "U" grades are to be given in handwriting and not counted for honor roll computation.
 - b. A failing grade is to be shown in red.
2. If a child is working below grade level, please follow these steps:
 - a. Notify the parent that the child is working below grade level on the first interim report or at any other appropriate time.
(Example: Johnny is working on second grade level in reading.)
 - b. On the report card, the grade level will be indicated in red.
(Example: F/2)
 - c. Below level grades will be recorded on the cumulative folder in the same way as on the report card.
 - d. For the subject in which he is working below grade level, the highest grade he can receive on the report card will be a "D".
3. If a child is to fail a grade, the card and the permanent record must support your decision.

4. The grades on the report card will now be more indicative of actual achievement in grade placement.
5. It is suggested that if a child is doing "C" or better work below grade level, he should then be moved to higher level materials and be graded accordingly.

OM/mh

COMMENTS
(Optional)

Notes from teachers or from parents to the teacher, as needed.

PARENT REQUEST FOR CONFERENCE

Please check (✓) if you would like a Parent-Teacher conference:

	1	2	3	4
Report Period				

Attendance:

	Present	Absent	Tardy	Signature of Parent
1				
2				
3				
4				

Assigned to _____ grade _____ Date _____

The School Board of St. Johns County

ELEMENTARY REPORT CARD

Grades 1 - 6

School Year 19____ - 19____

Name _____

Grade _____

School _____

Teacher _____

Principal _____

- TO PARENTS -

This card represents the teacher's evaluation of the progress your child is making. In no way is it intended to compare the work of your child with others.

Parent-Teacher conferences should supplement this card. Through conferences, you and the teacher can gain a better insight into your child's particular needs, interests, and growth. Scheduled conferences may be arranged and classroom visits are encouraged. Please make appointments in advance.

This report is sent to you at the close of each nine weeks of school. Please sign and return the report to the teacher at your earliest convenience.

W. Douglas Hartley
W. Douglas Hartley, Superintendent

Dear Parents:

Your child's report card contains a grade over a number in those classes in which he or she is working below grade level. For example, B/5 would show a student is doing "B" work at 5th grade level. If a student has only a grade, then he or she is working at grade level or above.

Regardless of the letter grades your child receives, the Pupil Progression Plan for St. Johns County must be followed. This plan includes performance in class, standardized tests, State Assessment Tests, and meeting objectives set up by the county.

EXPLANATION
of
SUBJECT LEVELS, PERFORMANCE and EFFORT

- Levels:**

 - R - Readiness
 - 1 - First Year
 - 2 - Second Year
 - 3 - Third Year
 - 4 - Fourth Year
 - 5 - Fifth Year
 - 6 - Sixth Year
 - 7 - Above Sixth Year
- Performance:**

 - A - Superior
 - B - Above Average
 - C - Average
 - D - Below Average
 - U - Unsatisfactory
- Effort:**

 - O - Outstanding
 - S - Satisfactory
 - N - Needs Improvement

		1	2	3	4	Av.
READING	Level					
	Performance					
	Effort					

MATHEMATICS	Level					
	Performance					
	Effort					
LANGUAGE	Level					
	Performance					
	Effort					
SPELLING	Level					
	Performance					
	Effort					
HANDWRITING	Level					
	Performance					
	Effort					
SOCIAL	Level					
	Performance					
	Effort					
STUDIES	Level					
	Performance					
	Effort					
SCIENCE	Level					
	Performance					
	Effort					
AND HEALTH	Level					
	Performance					
	Effort					

	1	2	3	4	Av.
BEHAVIOR (Social Habits/ Work Habits)					
Respects class/school rules					
Respects others and their property					
Uses time/materials wisely					
Does work accurately					
Works independently					
Follows directions					
Does work neatly					
Completes assignments on time					
Attendance/tardy					

O - Outstanding S - Satisfactory N - Needs Improvement

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